Year 4

English Curriculum Overview

Writing

Term/Topic	Autumn 1 Potions	Autumn 2 Blue Abyss	Spring 1 I am Warrior!	Spring 2 Misty Mountain Sienna	Summer 1 Burps, Bottoms and Bile	Summer 2 Traders and Raiders
Texts	Setting Description – Potions Alice in Wonderland – Lewis Caroll	Under the Sea – Anna Milbourne	Julius Caesar – Usbourne Classics	The Abominables – Eva Ibbotson.	You Wouldn't Want to Live Without Toilets – Fiona Macdonald	The Time Travelling Cat and the Viking Terror – Julia Jarman
Writing outcomes	**To describe a setting in detail – Setting Description about Potions** To describe a narrative. – **Portal Tale for Alice in Wonderland**	To write a diary entry in character – **Diary Entry based on Under the Sea** To use my knowledge of Non-Fiction to inform - **Information Leaflet about The Sea.**	Biography - Who was Caesar? - **Biography of Julius Caesar.** Recount – **Trip**	**To create a narrative – Conquering The Monster Tale for The Abominables.** To inform using non-fiction information – **Explanation Text for The Water Cycle**	Use knowledge of a subject to inform - **Letter for 'You Wouldn't Want to Live Without Toilets'** To write a set of instructions – **Instructions for How to Stay Healthy**	Write well thought out narratives to entertain – **Portal Tale for The Time Travelling Cat and the Viking Terror** To Inform – **Newspaper report: Vikings in Castle Vale** To write in the style of a poet - **Viking Poetry**
Composition and effect:	• Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • Discuss and record ideas • Compose and rehearse sentences orally (including dialogue), progressively • building a varied and rich vocabulary and an increasing range of sentence • structures (English Appendix 2) • In narratives, create settings, characters and plot		• Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • Organise paragraphs around a theme • In non-narrative material, use simple organisational devices [for example, headings and sub-headings]		• Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • in non-narrative material, using simple organisational devices [for example, headings and sub-headings] • Compose and rehearse sentences orally (including dialogue), progressively • building a varied and rich vocabulary and an increasing range of sentence • structures (English Appendix 2)	
Editing and	Assess the effectiveness of		Assess the effectiveness of		Assess the effectiveness of	

improving work:	their own and others' writing and suggesting • improvements • Proof-read for spelling and punctuation errors • Read aloud their own writing, to a group or the whole class, using appropriate • intonation and controlling the tone and volume so that the meaning is clear	their own and others' writing and suggesting • improvements • Proof-read for spelling and punctuation errors • Read aloud their own writing, to a group or the whole class, using appropriate • intonation and controlling the tone and volume so that the meaning is clear	their own and others' writing and suggesting • improvements • Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
Grammar and punctuation:	• Use and understand the grammatical terminology in English Appendix 2 Pg 67 • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases [the teacher expanded to: the strict maths teacher with curly hair] • Punctuation is used correctly including apostrophes for omission. • Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.	Use and understand the grammatical terminology in English Appendix 2 Pg 67 • using fronted adverbials Using commas after fronted adverbials [Later that day, I heard the bad news] • Indicating possession by using the possessive apostrophe with singular and plural nouns [the girls' names] • Punctuation is used correctly including apostrophes for omission and possession with plural nouns • Use of inverted commas and other punctuation to indicate direct speech [Eg, a comma after the reporting clause: The conductor shouted, "Sit down!"] • Express time, place and cause using conjunctions [when, before, after, while, so, because], adverbs [then, next, soon, therefore,], or prepositions [before,	• Use and understand the grammatical terminology in English Appendix 2 Pg 67 • Use of inverted commas and other punctuation to indicate direct speech [Eg, a comma after the reporting clause: The conductor shouted, "Sit down!"] • Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.
Spelling	Spelling – see English Appendix 1 Pg 49- 55 - spell further homophones - spell words that are often misspelt - Use further prefixes and suffixes and understand how to add them - what is a root word? Adding suffixes	Spelling – see English Appendix 1 Pg 49- 55 - Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] The /ɪ/ sound	Spelling – see English Appendix 1 Pg 49- 55 Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] Write from memory simple

	beginning with vowel letters to words of more than one syllable e.g. forgotten The suffix –ation e.g.information The suffix –ly e.g. sadly The suffix –ous e.g. poisonous Prefixes – dis, mis, in, un e.g disappoint Prefixes –il, im, ir, re sub, inter, super anti auto Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far	spelt y elsewhere than at the end of words e.g. myth, gym (homework) The /ʌ/ sound spelt ou e.g. young, touch Words with the /k/ sound spelt ch (Greek in origin) e.g. scheme, chorus (HW) Words with the /ʃ/ sound spelt ch (mostly French in origin) e.g. chef, chalet (HW) Words with endings sounding like /ʒə/ or /tʃə/ (-sure, -ture) e.g. measure, nature Endings which sound like /ʒən/ e.g.division Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian e.g. invention Use the first two or three letters of a word to check its spelling in a dictionary Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	sentences, dictated by the teacher, that include words and punctuation taught so far. Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin) e.g. league (HW) Words with the /s/ sound spelt sc (Latin in origin) e.g. science (HW) Words with the /eɪ/ sound spelt ei, eigh, or ey e.g. weigh Recap on prefixes and suffixes
Speaking and listening/ Drama:	• listen and respond appropriately to adults and their peers • ask relevant questions to extend their understanding and knowledge • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • participate in discussions, presentations, performances, role play, improvisations and debates	• speak audibly and fluently with an increasing command of Standard English • gain, maintain and monitor the interest of the listener(s) • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • articulate and justify answers, arguments and opinions	use relevant strategies to build their vocabulary • select and use appropriate registers for effective communication. • use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • gain, maintain and monitor the interest of the listener(s)

Reading

Term/Topic	Autumn 1 Potions	Autumn 2 Blue Abyss	Spring 1 I am Warrior!	Spring 2 Misty Mountain Sienna	Summer 1 Burps, Bottoms and Bile	Summer 2 Traders and Raiders
Texts	Harry Potter and The Philosopher's Stone – J.K Rowling	Kensuke's Kingdom – Michael Morpurgo	Beowulf – Michael Morpurgo	The Hobbit – J.R.R Tolkein	The Demon Dentist – David Walliams	How to Train Your Dragon – Cressida Cowell
Reading: Word reading:	• Read further exception words, noting the unusual correspondence between spelling and sound, and where these occur in the word. (See year 3 and 4 word list in appendix 2) • Use knowledge of root words, prefixes and suffixes from appendix 1 to read aloud and to understand the meaning of new words.		• Uses appropriate intonation, tone and volume when reading aloud to make the meaning clear to the audience. • Demonstrates a positive attitude to reading by frequently reading for pleasure, both fiction and non-fiction' • Read books that are structured in different ways and read for a range of purposes.		• Fluently and effortlessly reads a range of age appropriate texts, including novels, stories, plays, poetry, non-fiction, reference books and text books • Read books that are structured in different ways and read for a range of purposes.	
Comprehension:	Domain focus: 2a, 2b, 2d Skills focus: Fact retrieval Find and Copy (Word and Phrase) Multiple Choice True and False		Domain focus: 2a, 2b, 2d, 2e, 2g Skills focus: Fact retrieval Choosing sentences to show ideas. Multiple Choice Presentation of Ideas		Domain Focus: 2a, 2b, 2c, 2d, 2e, 2f, 1g, 1h Skills focus: Justifying Answers Mixed Domain Questions Multiple Choice True and False	
Decoding	• Read out loud confidently, understanding how to use a range of punctuation.		• Recognise and understand an even greater variety of suffixes and prefixes		• Read, on sight, all the words from Year 3/4 spelling list • Recognise where words are an exception to the rule	
Meaning	• Discuss words and phrases that capture the reader's interest and imagination (2a)		• Use a dictionary to clarify the meaning of unknown words (2b) • Explain the meaning of words in context		• Comment on the choice of language to create moods and build tension 'Crept makes you know he was quiet, but also that he was going slowly because he did not want to be caught (2g) • Identify how language, structure, and presentation contribute to meaning (2g) • Recognise the use and effect of patterned language in the text	
Understanding	• Locate information using skimming, scanning and text marking • Answer retrieval questions on a text using skimming, scanning and text marking (2b)		• Recognize a range of organizational features to locate information, such as labels, diagrams and contents (2f) • Ask questions to improve my understanding of a text		• Identify the main ideas in a text and summarise these (2c) • Identify features of different fiction genres (2f)	
Detecting	• Justify inferences with evidence from the text (2d) • I can pull together clues from action, dialogue and description to infer meaning (1d)		• Draw inferences such as characters feelings, thoughts and motives, from their actions (1d) • Justify predictions with evidence from the text (2e)		• Predict what might happen from details stated and implied (2e)	
Connecting	• Make comparisons within and across a text (2h)		• Identify themes and conventions within books • Make comparisons within and across a text • Make connections between books by the same author – 'Michael Morpurgo often starts		• Recognise different forms of poetry and prepare them to read aloud • Retell stories from a wide range of books orally	

		his stories in the present but then goes back in time'	• Make simple comments on how the reader's or writer's context makes a difference to the social, cultural or historical setting – 'The island sounds really dangerous to use because we have not heard of these creatures.'
Responding	• Discuss books read independently and in a group • Taking turns and listening to what others say • Read for pleasure and for information	• Compare, contrast and evaluate different non-fiction texts • Understand how the author wants the reader to respond	• Listen to and discuss a wide range of fiction poetry and plays, non-fiction and reference books or text books.